Name:_____

College:_____

4th Grade Math

Week of: 2/8-2/12

Monday

Date: February 8

Learning Target: **Measure and draw angles. Sketch given angle measures, and verify with a protractor.**
Standards: 4.MD.6 4.MD.7 4.G.1

Do Now:

24 Which number sentence correctly compares two numbers?

A forty-six thousand three hundred fifteen $< 46{,}350$

B $29{,}073 = 20{,}000 + 9{,}000 + 700 + 3$

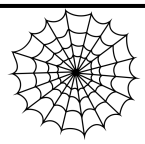
C $10{,}000 + 6{,}000 + 400 >$ sixteen thousand four hundred ten

D $86{,}502 = 80{,}000 + 6{,}000 + 500 + 20$

Warm Up!

Listen for my direction! Make the angle I say using your arms!

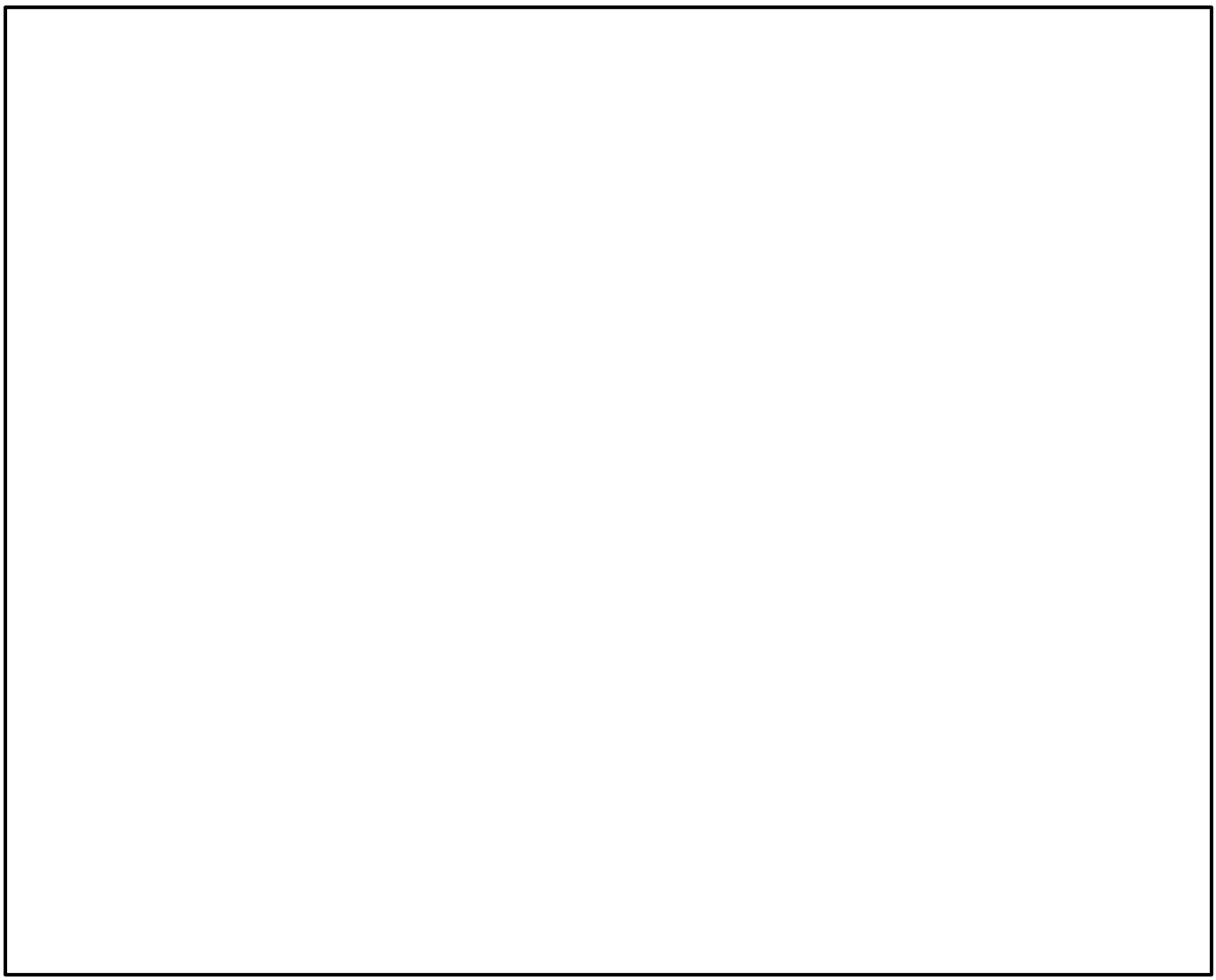
Note Catcher:



I wonder?

I notice:

Watch Me!



Let's Work Together!

1. 25°

2. 85°

5. 108°

6. 72°

7. 25°

8. 155°

You Try!

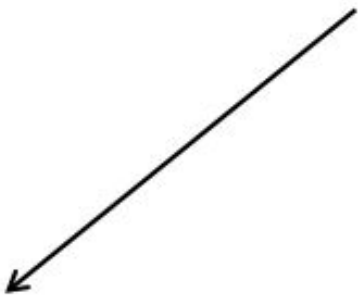
Construct angles that measure the given number of degrees. For Problems 1–4, use the ray shown as one of the rays of the angle with its endpoint as the vertex of the angle. Draw an arc to indicate the angle that was measured.

1. 30°

2. 65°

3. 115°

4. 135°



5. 5°

6. 175°

7. 27°

8. 117°

9. 48°

10. 132°

EXIT TICKET

Name:_____ Date:_____
BCCSG Howard / Spelman

Learning Target: Measure and draw angles. Sketch given angle measures, and verify with a protractor.
Standards: 4.MD.6 4.MD.7 4.G.1

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

Construct angles that measure the given number of degrees. Draw an arc to indicate the angle that was measured.

1. 75°

2. 105°

3. 81°

4. 99°

Grade:

Tuesday

Date: February 9

Learning Target: **Identify and measure angles as turns and recognize them in various contexts.**
Standards: 4.NBT.6 4.NBT.7 4.G.1

Do Now:

33 Which expression shows 125,206 written in expanded form?

A 100,000 + 2,000 + 5,000 + 200 + 6

B 100,000 + 20,000 + 5,000 + 200 + 6

C 100,000 + 20,000 + 50,000 + 200 + 6

D 100,000 + 20,000 + 5,000 + 2,000 + 6

1 What expression can be used to show 270,240 written in expanded form?

A 200,000 + 7,000 + 200 + 4

B 200,000 + 7,000 + 200 + 40

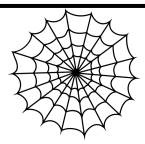
C 200,000 + 70,000 + 200 + 40

D 200,000 + 70,000 + 2,000 + 40

Warm Up!

Listen for my direction! Make the angle I say using your arms!

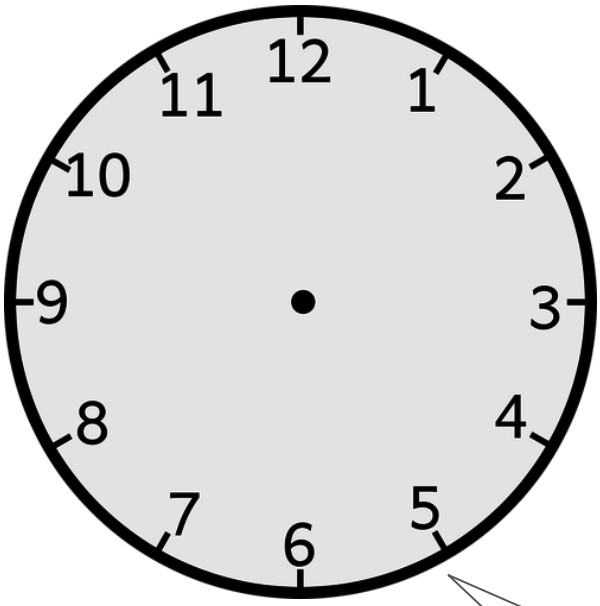
Note Catcher:

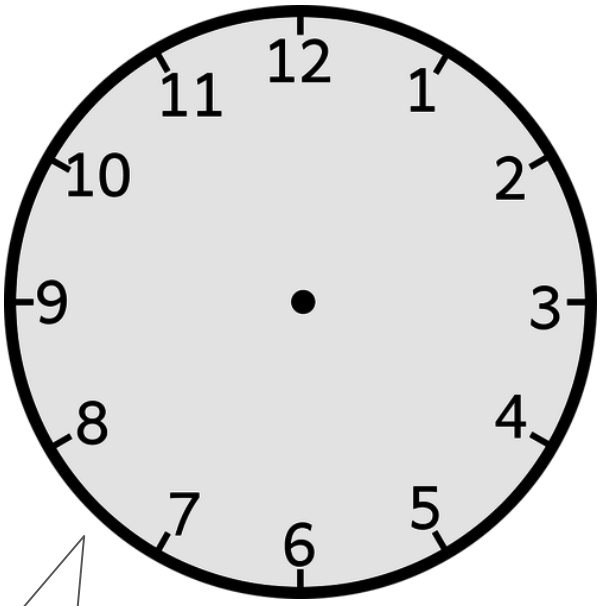


I wonder?

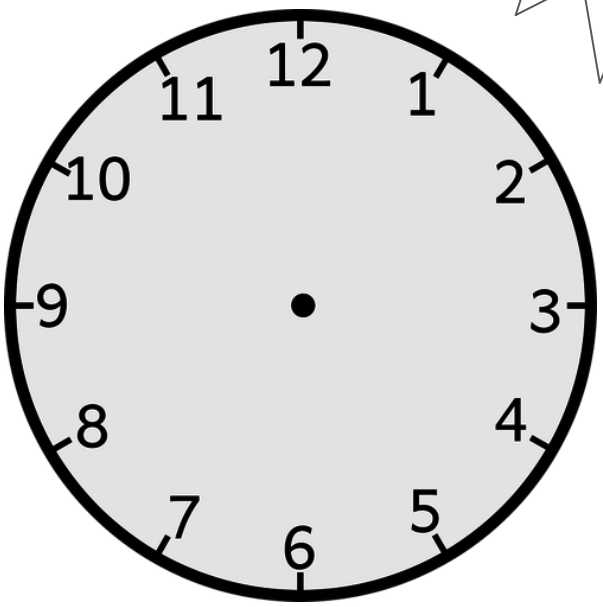
I notice:

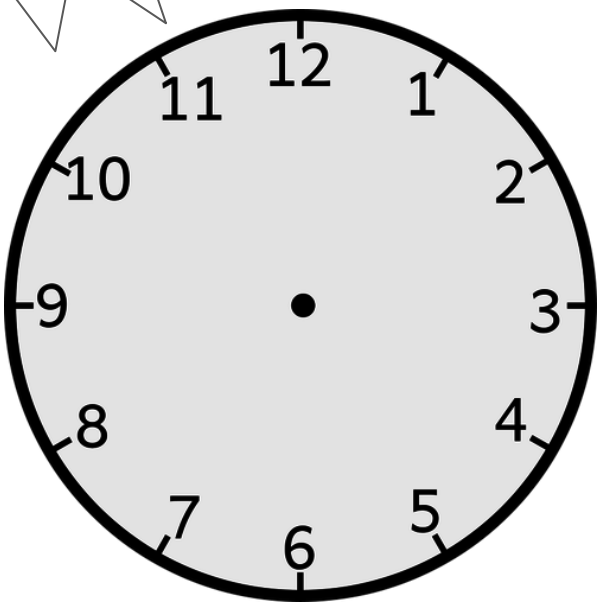
Concept Development





Circle Activity!





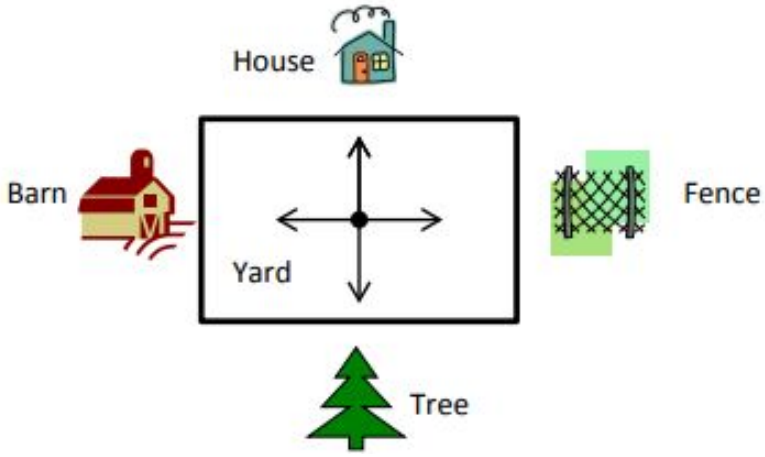
Let's Work Together!

1. Jill, Shyan, and Barb stood in the middle of the yard and faced the barn. Jill turned 90° to the right. Shyan turned 180° to the left. Barb turned 270° to the left. Name the object that each girl is now facing.

Jill _____

Shyan _____

Barb _____



As she drove down the icy road, Mrs. Campbell slammed on her brakes. Her car did a 360. Explain what happened to Mrs. Campbell's car.

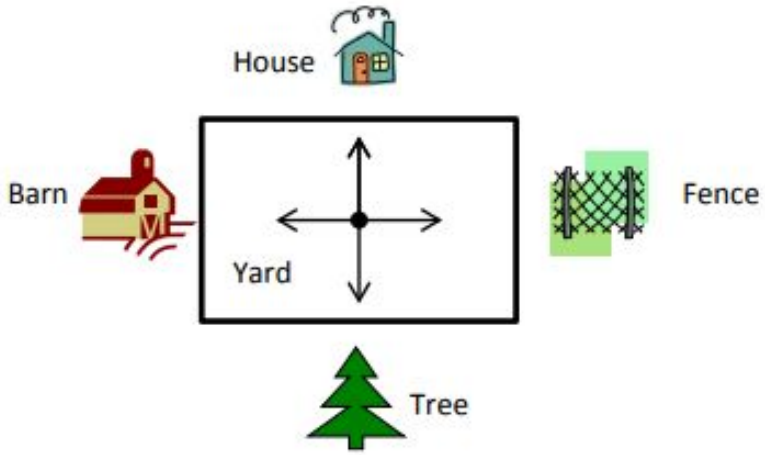
You Try!

1. Joe, Steve, and Bob stood in the middle of the yard and faced the house. Joe turned 90° to the right. Steve turned 180° to the right. Bob turned 270° to the right. Name the object that each boy is now facing.

Joe _____

Steve _____

Bob _____

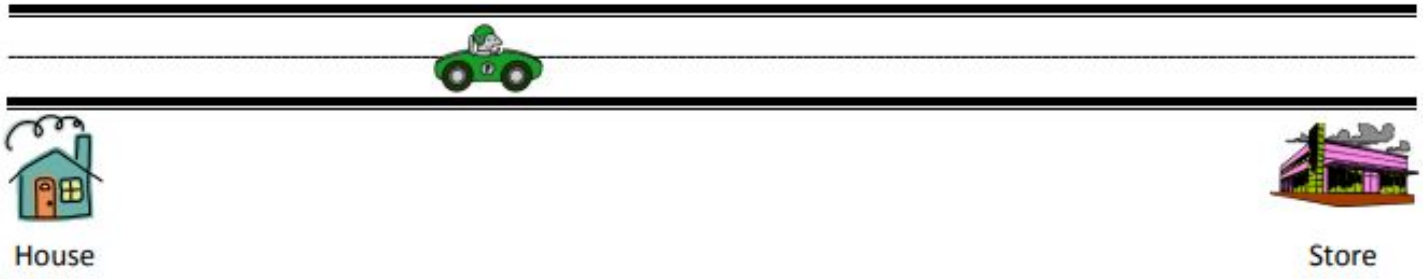


2. Monique looked at the clock at the beginning of class and at the end of class. How many degrees did the minute hand turn from the beginning of class until the end?

Beginning End

3. The skater jumped into the air and did a 360. What does that mean?

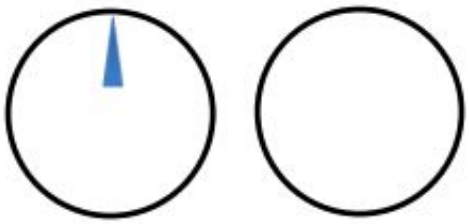
4. Mr. Martin drove away from his house without his wallet. He did a 180. Where is he heading now?



House

Store

5. John turned the knob of the shower 270° to the right. Draw a picture showing the position of the knob after he turned it.



Before After

6. Barb used her scissors to cut out a coupon from the newspaper. How many quarter-turns does she need to turn the paper in order to stay on the lines?

7. How many quarter-turns does the picture need to be rotated in order for it to be upright?

8. Meredith faced north. She turned 90° to the right, and then 180° more. In which direction is she now facing?

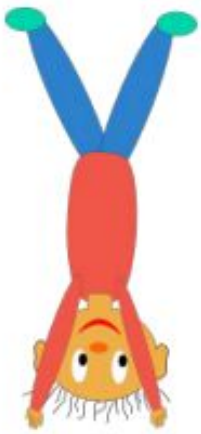
EXIT TICKET

Name:_____ Date:_____
BCCSG Howard / Spelman

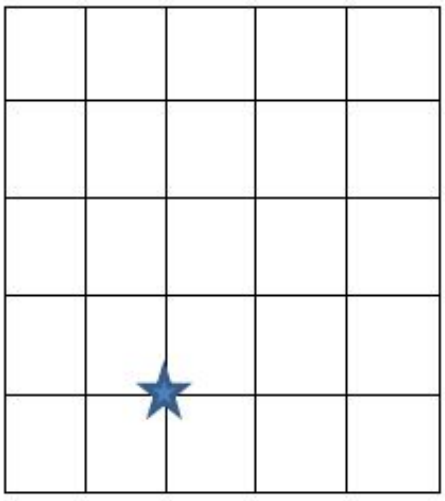
<u>Learning Target:</u> Identify and measure angles as turns and recognize them in various contexts.
<u>Standards</u>: 4.NBT.6 4.NBT.7 4.G.1

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

1. Marty was doing a handstand. Describe how many degrees his body will turn to be upright again.



2. Jeffrey started riding his bike at the ★. He travelled north for 3 blocks, then turned 90° to the right and rode for 2 blocks. In which direction was he headed? Sketch his route on the grid below. Each square unit represents 1 block.



Wednesday

Date: February 10

Spiral Review Day

Do Now!

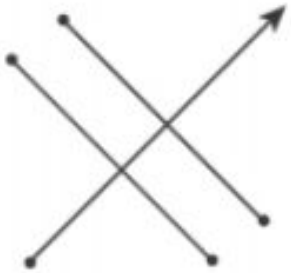
$3 \times 6 =$ _____	$10 \times 2 =$ _____	$8 \times 2 =$ _____
$1 \times 4 =$ _____	$8 \times 6 =$ _____	$3 \times 1 =$ _____
$3 \times 9 =$ _____	$7 \times 9 =$ _____	$3 \times 9 =$ _____
$2 \times 10 =$ _____	$9 \times 7 =$ _____	$4 \times 7 =$ _____
$7 \times 6 =$ _____	$6 \times 2 =$ _____	$8 \times 3 =$ _____
$4 \times 2 =$ _____	$5 \times 8 =$ _____	$6 \times 1 =$ _____
$3 \times 4 =$ _____	$7 \times 5 =$ _____	$10 \times 4 =$ _____
$5 \times 2 =$ _____	$8 \times 5 =$ _____	$8 \times 9 =$ _____
$4 \times 8 =$ _____	$10 \times 3 =$ _____	$6 \times 10 =$ _____
$6 \times 9 =$ _____	$5 \times 5 =$ _____	$2 \times 9 =$ _____
$8 \times 1 =$ _____	$4 \times 1 =$ _____	$10 \times 6 =$ _____
$8 \times 2 =$ _____	$8 \times 7 =$ _____	$4 \times 4 =$ _____
$6 \times 3 =$ _____	$5 \times 4 =$ _____	$9 \times 2 =$ _____
$2 \times 7 =$ _____	$3 \times 5 =$ _____	$3 \times 4 =$ _____
$8 \times 8 =$ _____	$10 \times 5 =$ _____	$6 \times 2 =$ _____
$2 \times 4 =$ _____	$1 \times 9 =$ _____	$8 \times 1 =$ _____

32 x 47	64 x 28
451 ÷ 4 =	968 ÷ 3=

Draw an example for each vocabulary word!

Line	
Line segment	
Ray	
Angle (Arc)	
Right Angle	
Acute Angle	
Obtuse Angle	
Perpendicular Lines	
Parallel Lines	

4 Which statement **best** describes the figure shown below?



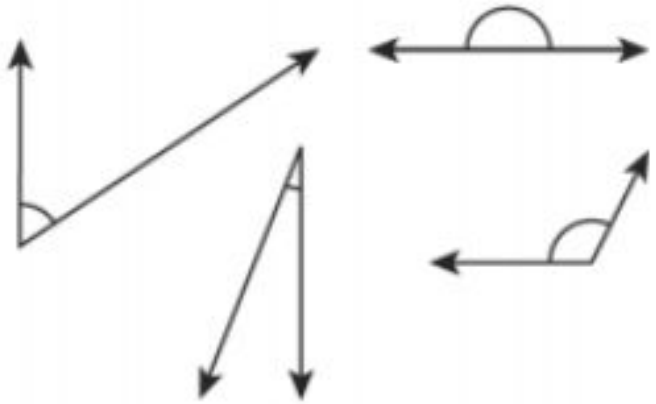
A The ray appears to be perpendicular to 2 line segments that appear to be parallel.

B The ray appears to be parallel to 2 line segments that appear to be perpendicular.

C The line segment appears to be perpendicular to 2 lines that appear to be parallel.

D The line segment appears to be parallel to 2 lines that appear to be perpendicular.

36 Four angles are shown below.



How many of these angles are acute?

A 1

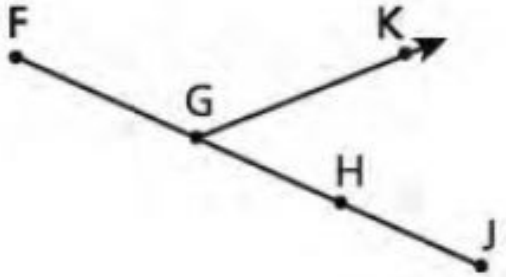
B 2

C 3

D 4

(2016)

7 What is the name of the ray in the diagram below?



A ray K

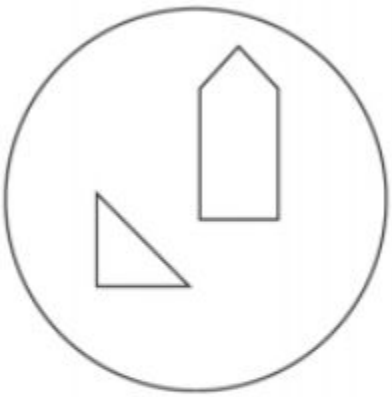
B ray FJ

C ray GK

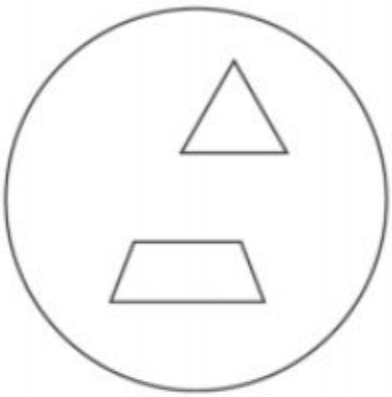
D ray KGJ

48 Jodi sorted shapes into two groups based on the types of angles they appear to have, as shown below.

Group A



Group B

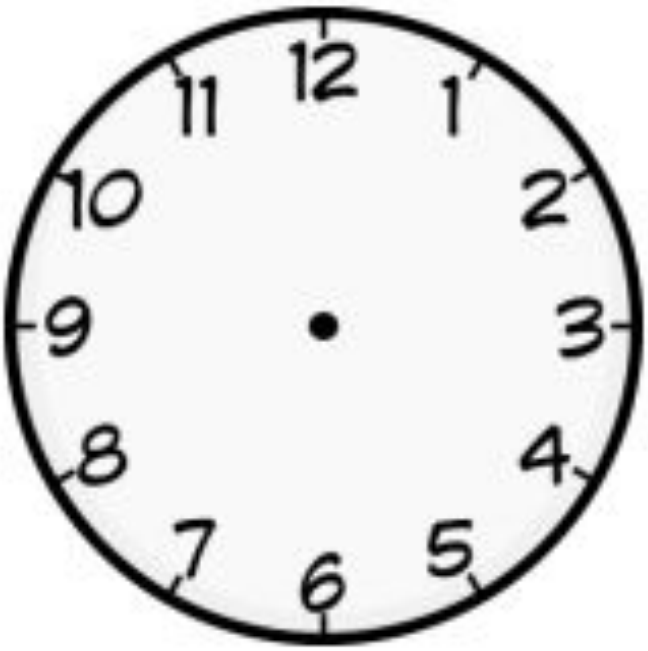


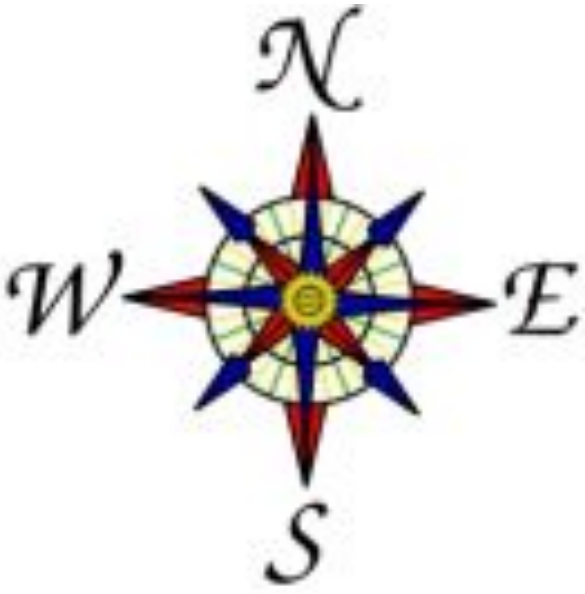
What do both shapes in Group A have in common? What do both shapes in Group B have in common?

Group A _____

Group B _____

45 degrees	180 degree
230 degrees	62 degrees


12
1
2
3
4
5
6
7
8
9
10
11


N
W
E
S

Thursday

Date: February 11

Mid Module Assessment

Friday

Date: February 12

Learning Target: Use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure.
Standards: 4.MD.6 4.MD.7 4.G.1

Do Now:

Which expression represents the number 13,809 written in expanded form?

A 13 + 80 + 9

B 13,000 + 800 + 90

C 9 + 1,300 + 80

D 3,000 + 10,000 + 9 + 800

4 thousands + 3 tens + 5 hundreds is less than which number below?

A 4 thousands + 5 tens + 3 hundreds

B 8 hundreds + 3 thousands + 8 ones

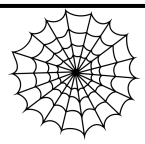
C 4 thousands + 7 ones + 8 tens + 6 hundreds

D 9 hundreds + 9 tens + 2 thousands

Warm Up!

Listen for my direction! Make the angle I say using your arms!

Note Catcher:



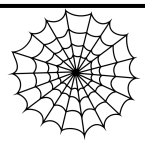
I wonder?

I notice:

Concept Development

Folding Paper Activity

Note Catcher:

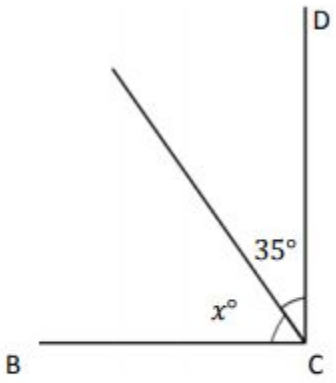


I wonder?

I notice:

Let's Work Together!

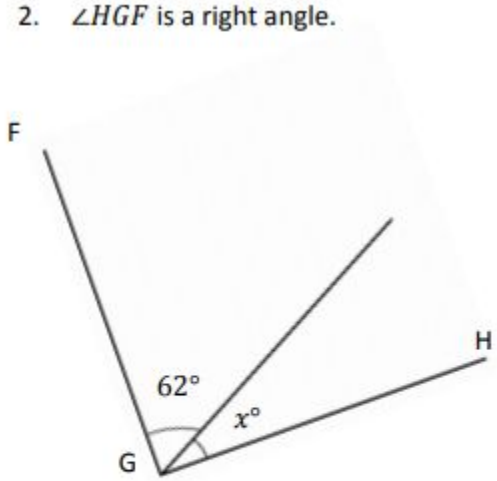
1. $\angle DCB$ is a right angle.



_____ + 35° = 90°

$x°$ = _____

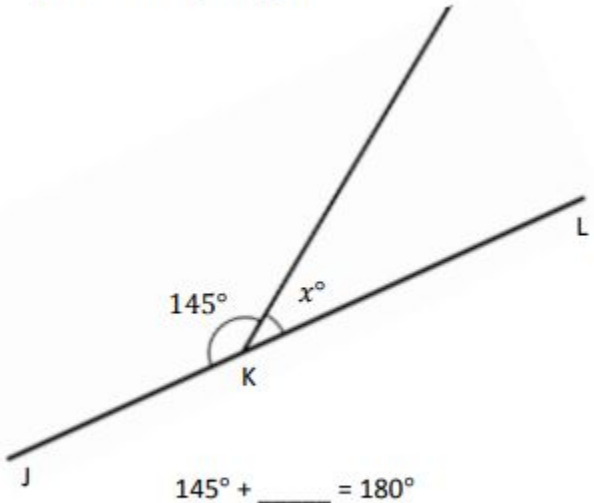
2. $\angle HGF$ is a right angle.



_____ + _____ = _____

$x°$ = _____

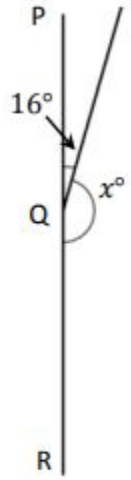
3. $\angle JKL$ is a straight angle.



145° + _____ = 180°

$x°$ = _____

4. $\angle PQR$ is a straight angle.



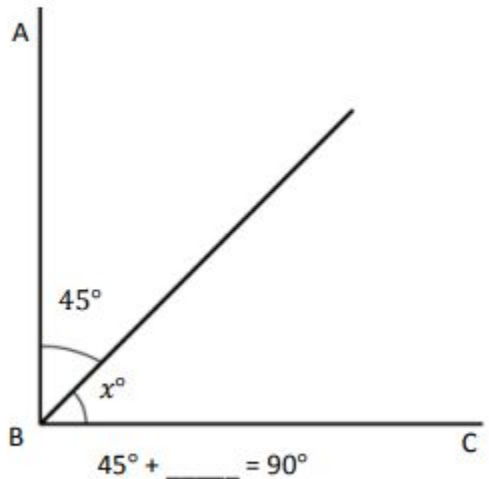
_____ + _____ = _____

$x°$ = _____

You Try!

Write an equation, and solve for the measure of $\angle x$. Verify the measurement using a protractor.

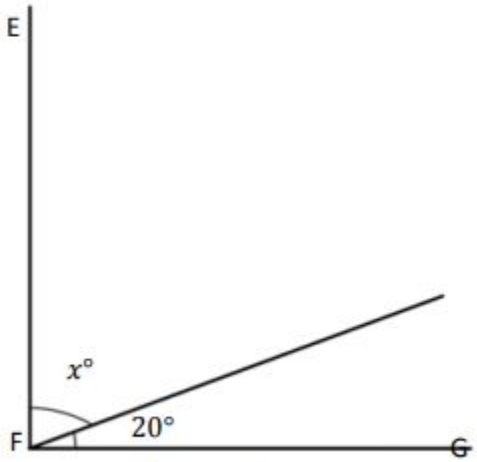
1. $\angle CBA$ is a right angle.



45° + _____ = 90°

$x°$ = _____

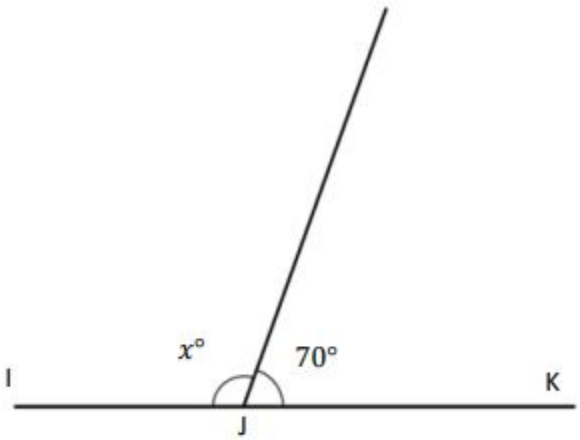
2. $\angle GFE$ is a right angle.



_____ + _____ = _____

$x°$ = _____

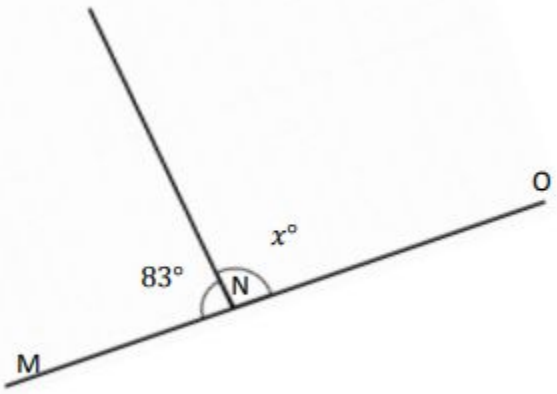
3. $\angle IJK$ is a straight angle.



_____ + 70° = 180°

$x°$ = _____

4. $\angle MNO$ is a straight angle.

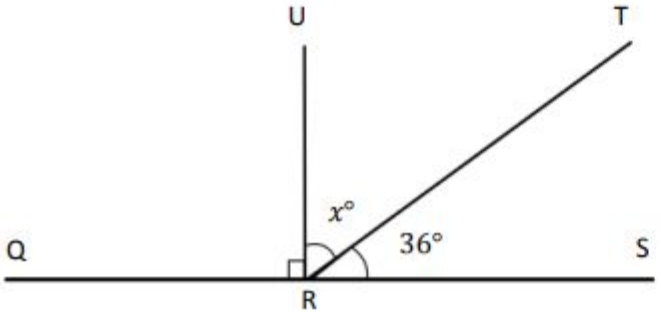


_____ + _____ = _____

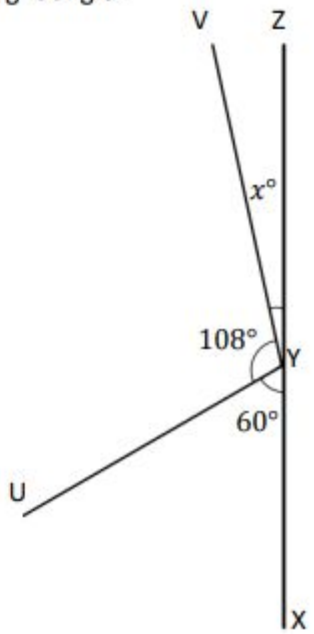
$x°$ = _____

Solve for the unknown angle measurements. Write an equation to solve.

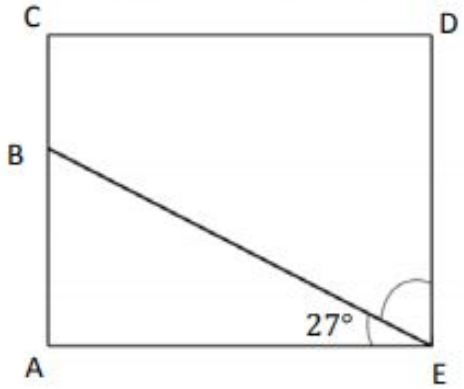
5. Solve for the measurement of $\angle TRU$.
$\angle QRS$ is a straight angle.



6. Solve for the measurement of $\angle ZYV$.
$\angle XYZ$ is a straight angle.



7. In the following figure, $ACDE$ is a rectangle. Without using a protractor, determine the measurement of $\angle DEB$. Write an equation that could be used to solve the problem.



8. Complete the following directions in the space to the right.
   a. Draw 2 points: M and N. Using a straightedge, draw $\overleftrightarrow{MN}$.
   b. Plot a point O somewhere between points M and N.
   c. Plot a point P, which is not on $\overleftrightarrow{MN}$.
   d. Draw $\overline{OP}$.
   e. Find the measure of $\angle MOP$ and $\angle NOP$.
   f. Write an equation to show that the angles add to the measure of a straight angle.

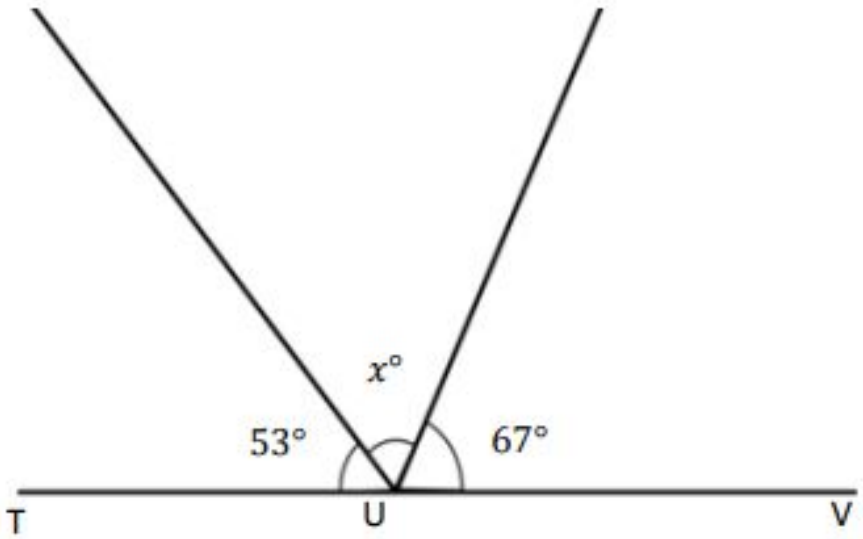
EXIT TICKET

Name:_____ **Date:**_____
BCCSG **Howard / Spelman**

Learning Target: **Use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure.**
Standards: **4.MD.6 4.MD.7 4.G.1**

Directions: Answer the questions below. Make sure you show work for every question. Record your answer on Google Classroom

Write an equation, and solve for x. $\angle TUV$ is a straight angle.



Equation: _____

$x° =$ _____